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SPOTLIGHT

COUNSELLING AND GUIDANCE BRANCH · Supervisor: T.R. Mott

VOLUME 3, NUMBER 1

OCTOBER, 1972

ACCOUNTABILITY PROJECT - CALGARY CATHOLIC SCHOOLS

1971 - 1972

Submitted by Joseph W. Quinn, Ph.D., Coordinator, Pupil Personnel Services

The Counsellor Leadership Seminar of 1971 and the annual meeting of the Guidance Council, 1971, provided much discussion of the implications of accountability for school counselling services. At the final professional development meeting held during school year 1970-'71, the counsellors at Calgary Separate voiced a strong desire to focus on counsellor role and evaluation of counsellor effectiveness during the 1971 - '72 school year. This proposal was formalized by Mr. Alexander (Sandy) MacDonald who had surveyed high school counsellors and found that 95% of the counsellors opted for a study of these two dimensions. In September of 1971, the same survey instrument was administered to junior high school counsellors and identical results obtained.

It appeared essential that two basic concepts be thoroughly explored in the autumn of 1971:

- (a) the concept of accountability
- (b) the concept of group participation, interaction, formulation.

Since it is impossible to discuss accountability without focusing on evaluation, the reasons for the initial concentrated study of these topics are obvious. The papers presented at the Counsellor Leadership Seminar by Quinn (1971) on accountability and Nichols (1971) on group participation in staff

development, were used to structure a non-threatening perspective from which constructive group activity could emerge. Counsellors had to assume responsibility for their direction in the evaluation process if real growth was to occur. When both concepts were clearly understood a marked shift in procedures occurred; the Coordinator's leadership role diminished as the counsellors charted their own directions. The group became vibrant with enthusiasm as objectives, priorities, behavioral indices, measuring devices, were discussed.

Many obstacles began to appear. These ranged from intra-group disagreement on the importance of an objective to the growing realization that accurate measurement of effectiveness is exceedingly difficult. It is impossible to provide the full scope of this endeavor in a report of this kind; it must be stated again, however, that the degree of enthusiasm, commitment and growth startled the hardened observer who is your reporter. Group and sub-group meetings were held at noon, after school, in the evening, on holidays; tempers flared, encounters occurred, perceptions changed.

At a great risk of oversimplification, it can be reported that this group of counsellors prioritized their major responsibilities as follows:

- 1 To demonstrate skill in individual counselling.

- II To communicate services and functions to parents, students, staff, administration.
- III To demonstrate effective use of support services and community agencies.
- IV To facilitate the development of "better" decision making skills among students.
- V To be continuously involved with research, evaluation and professional development.

A host of measurement strategies were devised to attempt to assess the degree to which these objectives were being attained. In many instances the counsellors had to resort to questionnaire surveys but were able to obtain large samples from which such data could be drawn. Detailed descriptions of the instrument and results can be obtained on request.

As data were collected and organized and some patterns began to emerge, the counsellors decided to share the results with colleagues from across the province. It was decided that a seminar should be held in Calgary, May 5-6, to explain the total project, share the results, and invite wider counsellor involvement and criticism. This seminar, which all participants and guests described as extremely interesting, was held as scheduled - it provided an exciting culmination to the total project. Registrants came from all areas of the province to hear counsellors describe school counselling functions and indices of effectiveness. An outstanding panel composed of Mrs. Mary Green, Mr. Terry Mott, Mr. Doug Feltham, Mr. Doug Taylor, Dr. Hal Altman, Dr. Jack Earle, offered comments as diverse as their professional orientations but were unanimous on one point, i.e., the counsellors had derived tremendous benefits from their experience and had significantly enhanced their position by making a public presentation of their findings. The major criticism of the seminar was that we attempted to provide too much information in too little time. However, all registrants had a detailed packet of information to take with them for further study.

Some major conclusions derived from the accountability project were these:

- (1) Students appear to be very satisfied with the results of counselling interviews, at least immediately following those interviews.
- (2) Parents are a major source of support for counselling services in secondary schools. Teachers and administrators also evaluate counsellors very positively.
- (3) Community agencies offered very positive evaluations of school counselling services.

NOTE: While students, parents, teachers, administrators and agencies were surprisingly supportive, there is a pervasive trend for all these sources to cite communications as an area which must be improved to achieve maximum effectiveness. Furthermore, counsellors must take the initiative in making the services, functions and communications more clear to relevant parties. Teachers desire a closer partnership in formulation of objectives for school guidance counselling programs.

- (4) Teachers' and administrators' rankings of counsellor functions are surprisingly consistent with counsellors' rankings. There is no reason to believe that non-counselling personnel in schools perceive the hierarchy of counsellor functions differently than counsellors themselves.

In summary, the accountability endeavour was most gratifying. The greatest rewards accrued to the counsellors themselves in terms of professional growth, feedback regarding effectiveness and the aura of nondefensiveness and willingness to communicate which they created. The instruments we used and the obtained results are available to responsible personnel in other school districts who desire to conduct comparative studies. We believe the exercise will prove as beneficial to your counsellors as it was for us.

THE COUNSELLING SCENE - A SEMINAR APPROACH - ALBERTA 1972

Submitted by Heleen Masciuch, Assistant Director,
and John G. Paterson, Associate Director of the
Counsellor Leadership Seminar

As most counsellors know there has been a Principals' Leadership Seminar in the province for many years. For the first time in 1971 counsellors joined with the principals and there was a Counsellor Leadership Seminar held at the Alberta School for the Deaf with Don Sawatzky of the Department of Educational Psychology, University of Alberta, in charge. During that first year much was accomplished and a special issue of the Alberta Counsellor was published, Winter, 1971-72, containing the major addresses at this Seminar. While an attempt was made in this first Seminar to work closely with the principals the Counsellor Leadership Seminar was autonomous and reaction from the first group was such that it was decided to continue and make this an annual affair. An Advisory Board was set up and the Counsellor Leadership Seminar now operates under the auspices of this Board, representing the Alberta Teachers' Association, the Alberta School Trustees' Association, The Department of Educational Psychology, University of Alberta, and the Department of Education. Dr. Harvey W. Zingle was appointed Director of the Seminar held July 10 - 21, 1972, again at the Alberta School for the Deaf.

Judging from the evaluation reports of the counsellors, this second effort was even more exciting than the first. The theme for the 1972 Seminar was "Equalizing Educational Opportunity" and many speakers of different orientations spoke to this topic. There were a total of twenty-six counsellors in attendance, and this year the four western provinces were all represented. In line with the evaluation comments of the first counselling groups, a special effort was made in 1972 to coordinate our activities with the principals, and there were several joint sessions which made for an excellent interchange of ideas. Social events were not ignored and the group attended two football games among other things. A deliberate effort was made to keep informality in the

Counsellor Leadership Seminar, and all of the participants took turns at chairing sessions, organizing social events, and generally planning for the success of their own Seminar. A real effort was made to give prominence to Alberta speakers who are doing things in the field of counselling right here, and prominent Albertans were used as guest speakers from the Department of Education, Department of Educational Psychology, University of Calgary, Edmonton Journal, Edmonton Public and Separate school systems, several hospitals, etc. This year some students took their role as major speakers for the conference, in order to give a variety of viewpoints to the participants, from established practitioners as well as new counsellors with modern ideas. The one American speaker who got the conference off to an excellent start was Dr. Nate Blackman, principal of a free community high school in Chicago. The outstanding inspirational message of this gentleman began the Seminar on a high note and almost every participant remarked at the end of the conference that this was indeed a highlight for them. Fortunately we will have Dr. Blackman's talk along with some of the other major addresses published and this will be available from the Alberta Guidance Council as a special edition in Winter, 1972-73.

For those counsellors who are looking for Alberta speakers for conventions, etc. other sessions rated as outstanding by the majority of participants included talks by Drs. Zingle, Fox, and Hague of the Department of Educational Psychology, University of Alberta, as well as by David Merchant of the Misericordia Hospital and the two authors of this submission (modesty has never been one of our strongpoints). In reality, from the evaluations almost all of the sessions were very well received indeed and we would be happy to provide any counsellors with a list of the speakers if anyone would care to write to either of the above named authors.

There is little question in our minds

that the value of a 10-day live-in type of experience is extremely valuable for school counsellors. We have already by means of our evaluation passed along our thoughts to Dr. Zingle, and we expect that next summer the third annual Counsellor Leadership Seminar will be even bigger and better than the first two. We would urge counsellors by means of this report to start alerting their School Board now to make certain that time is available for you to attend, as well as having your expenses paid. There is no reason why counsellors should not be given the same priority as principals within our school systems, and in fact our present plans are to see that these two Seminars move closer and closer together as we discuss more important problems involving children, an area in which we are both interested.

Further information about this or the next Seminar can be obtained from either of the authors above, at the Department of Educational Psychology or from Dr. Zingle at the same address. It is hoped that through this Seminar at least one voice from counselling will be heard with respect to reactions to the Worth report as one study group took that on as a major project during the ten days. Your reaction to the A.T.A. special edition on this Seminar when it is available will also be appreciated.

COUNSELLING IS NEEDED AT THE ELEMENTARY SCHOOL LEVEL WHERE PREVENTIVE TECHNIQUES CAN BE MOST EFFECTIVE

Excerpt from Education Summary
Vol. 24, No. 16

"The adult who is generally able to deal with life is one who during his childhood was exposed to many more self-enhancing experiences than self-destructive ones, and . . . felt the warmth and understanding of a significant person in his life who was able to help him weather and deal with troublesome experiences."

This is the basic rationale for providing guidance counselling at the elementary school level, according to

Angelo V. Boy of the University of New Hampshire, in the *Notre Dame Journal of Education*.

Learning is effective, says Boy, only if a child is emotionally ready for whatever is being presented - if personal problems aren't obstructing the way. Parents and teachers often can't solve a child's problems, because they're authority figures who threaten the child by sitting in judgment on him. Even a child tends to be wary of someone who is in a position to "mount an assault on one's ego". A skilled counsellor, Boy believes, can avoid putting himself in that position. He can establish a feeling of trust and an atmosphere of open communication from the start.

The counsellor's approach in dealing with young children, says Boy, should be based on prevention - catching problems soon enough to do something about them. And these problems should include very common ones experienced by most children. For this reason, counselling services should be open to all children, not only those with extreme problems. Boy endorses the view expressed by Edgar Z. Friedenberg in *The Vanishing Adolescent*: "A large proportion of boys and girls do need professional help with problems of emotional development. The school is the logical place to give such help, if it can be arranged; it involves the least disruption of the youngster's routine of life and least dramatization of his plight, while it not only saves him pain and embarrassment but keeps the therapeutic process more effectively tied, as it should be, to the daily realities of living".

COUNSELLOR-TRAINING AWARDS

The Counselling and Guidance Branch is introducing two \$100.00 awards for competition among school counsellor trainees in the Universities of Alberta and Calgary counsellor training programs. All eligible candidates for these awards have been clearly briefed regarding details. The recipients of these awards will be selected in March, 1973 and will be introduced in a future issue of "Spotlight".

Dr. E. A. Holdaway, Department of Educational Administration, University of Alberta, was commissioned by the Alberta Department of Education to undertake a study entitled "An Examination of Non-Instructional Positions, Functions, and Costs in School Jurisdictions in Alberta". This study was published in May, 1972.

One purpose of the study was to tap the opinions of superintendents, principals and teachers, and school trustees concerning "in-school" staff shortages.

Forty-three school systems throughout Alberta were selected in a manner designed to provide representation throughout Alberta of systems of different size, location, and type of jurisdiction.

The superintendents (or alternates) were asked to select functional areas in which they had staff shortages, to state the additional members of staff they considered essential, and to state the reasons for any shortages. The most commonly mentioned staff shortage was in the psychological/counselling/remedial group of activities. The greatest priority for adding instructional staff was in the area of "in-school psychological/remedial/guidance services".

For example, 33 respondents out of the superintendent sample of 43 chose this as one of the 3 areas in which they would add staff, if the school system were given a 10% increase in staffing budget.

Of the sample of 155 principals and teachers used in this study, nearly 50% felt that central office guidance services were either "too few" (29.8%) or "unavailable" (20.1%), whereas only 24.8% answered "sufficient",

and 3.7%, "too many". Principals and teachers tended to answer in a similar fashion for both "central office" and "in-school" guidance services, except that for "in-school" guidance services, the teachers answered "sufficient" more frequently (39%) with fewer choosing "undecided" or "don't know". When principals and teachers were asked "If the numbers of staff in your school county, division, or district were to be increased to which three areas do you think the additional staff should be assigned?" - the addition of guidance/counselling services received substantial support with 41.3% of this group selecting this area.

Of the 423 school trustees who participated in this study 65% assessed that their school systems had either "too few" or "no staff" to provide "central office" guidance/counselling services. "Too few" was chosen by 46% of the trustees as descriptive of their "in-school" guidance/counselling services, while another 20% answered "none". Only 25% answered "sufficient". Trustees, when asked to name three areas to which they would assign additional staff if their school systems were given a 10% increase in staffing budget demonstrated the greatest preferences in the areas of guidance/counselling and special education. Of all trustees in the sample 66% stated that guidance/counselling was one of their preferences for adding staff, and 65% chose special education.

Interested readers are encouraged to go to the source of this information (The Holdaway Report) for a more complete understanding of the major findings; however, it is quite apparent that the psychological/guidance area was perceived by all groups of respondents as a very crucial "in-school" staff shortage (or support staff shortage) problem.

UNIVERSITY OF CALGARY

Submitted by Dr. R. C. Conklin

EDPS 670 - Practicum in Individual Counselling was offered for the first time at the University of Calgary during the recent Summer Session Program. Mr. Terry Boak assisted Dr. Conklin and together they were able to supervise the work of eleven students enrolled in the course. An after course evaluation was carried out which indicated that the practicum students reacted extremely favorably to the experience. As a result it would appear that the more intensive six week program may have advantages over the more extended and lengthy winter session. Another new feature in the practicum was the thirty hours of interpersonal skill training given to the students previous to any actual counselling. This initial training appears to be a prerequisite to counselling. Clients for the program were drawn from the community-at-large. Students also spent one morning per week at one of the local high schools which was conducting a summer session program of its own.

Enrollments in all counselling courses at the graduate level are well up over last year's figures. The total number of graduate students in counselling programs is approximately double last year's figures. One of the reasons for this increase is likely the result of instituting the non-thesis, non-residence route in counselling. It is now possible to do a Master's degree (M.Ed.) in counselling at U of C by taking courses part-time. Full details are not yet available on the new program but a student can likely complete a degree by taking approximately eight courses. Persons requiring more information should write to either the Faculty of Graduate Studies or directly to:

Dr. R.C. Conklin, Chairman
Division of Counsellor Education
Department of Educational Psychology
University of Calgary
2920 - 24 Ave. N.W.
Calgary, Alberta T2N 1N4

Thirty students are enrolled in the winter session EDPS 670 and most are gaining their field experience in the Calgary Public Schools under the supervision of Mr. Doug Feltham. Individual counsellors who are helping train our graduates include: Ray Martin, Dave Tetting, Bill Sears, Pat Crozier, Elaine Roth, Bill Cousens, and Ian Farquharson.

Others involved include Fred Dubray at S.A.I.T., Dave Morphy at Mount Royal College and Bob Willihnganz of the U of C Student Counselling Services. These professional counsellors are to be commended for offering their services to help prepare the counsellors of tomorrow.

UNIVERSITY OF ALBERTA

Submitted by Sonia Masciuch, Graduate Assistant, and J.G. Paterson, Director, Counselling Center

The Department of Educational Psychology is offering Educational Psychology 524 (Individual Diagnosis in School Psychology) to its graduate students. As this course is a practicum each student is expected to do a required amount of field work starting in January, 1973. We would appreciate any referral requiring intellectual assessments from elementary, junior high and senior high schools.

If testing is done outside of Edmonton the county would have to pay for transportation (12½¢ per mile), provide room and board if necessary, and pay stenographic charges (\$1.50 per psychological report).

If any schools do require our services we would appreciate their contacting the office of the:

Faculty of Education Clinical Services
7th Floor
Education Building
University of Alberta
Edmonton, Alberta
432-3746

FOCUS ON

CALGARY ROMAN CATHOLIC SEPARATE SCHOOL DISTRICT



Front (L to R)

Mrs. Lynne Hill
(Speech Therapist)
Miss Mary Callanan
(Elementary Guidance Consultant)
Miss Evelyn Reimer
(Elementary Guidance Consultant)
Miss Florence Macdonald
(Elementary Guidance Consultant)
Mrs. Darlene Humphreys
(Elementary Guidance Consultant)
Mrs. Dianne Williams
(Social Worker)
Mrs. Mary Cserna
(Speech Therapist)
Mrs. Georgia Dinning
(Speech Therapist)
Miss Sally Slifka
(Speech Therapist)

Back (L to R)

Mr. Leo Girard
(Elementary Guidance Consultant)
Mr. Jonas Fornwald
(Elementary Guidance Consultant)
Mr. William Rawlusk
(Elementary Guidance Consultant)
Mr. Phil Dowhaniuk
(Elementary Guidance Consultant)
Mr. Robert Leight
(Elementary Guidance Consultant)
Mr. Joseph Wandler
(Elementary Guidance Consultant)
Mrs. Evelyn Erickson
(Home Visiting Teacher)
Mr. Norman Luterbach
(Junior High Guidance Consultant)

A broad range of support services is available to students, parents, teachers and administrators of Calgary Catholic Schools. The Pupil Personnel Services Department was established in 1966 when the entire administrative structure was modified to accommodate the extremely rapid growth which had characterized the school district during the 50's and 60's.

The rate of growth of the Pupil Personnel Services Department since 1966 has been rapid but now parallels the rate of growth of the school population. A level of efficiency (in terms of delivery of services) has been attained which now permits more orderly development and expansion to occur. The years between 1966 - '71 were "catch-up" years in terms

of personnel and programs. We were indeed very fortunate to have had teachers, administrators and Trustees who firmly endorsed the concept of individualization of learning or much of the development of services could not have occurred. This concept was further reinforced by the ideas contained in the Hall-Dennis, Celdic and Blair Reports which appeared conveniently at this time. While timeliness was critical, the essential factor must always be demonstrable effectiveness - it is this principle which guides our thinking at all times. Our unwritten (but oft-spoken) motto is "Competence instils Confidence".

The Pupil Personnel Services Department is responsible for three major areas. These are Special Education, Developmental and Clinical Counselling, and System Testing. All areas overlap functionally so our personnel have broad responsibilities which require a high degree of expertise combined with desirable personal qualities.

School counsellors have been appointed to positions in elementary schools (2), junior high (17) and senior high (14). Staffing ratio at high school level is 1 counsellor/300 students while at junior high level it is about 1/375. The 2 elementary counsellors constitute the continuance of a pilot project which was initiated in 1970 and which is evolving into a most satisfying program. One of the major objectives of this program is to strengthen the home-school ties and to endeavor to provide parents with a better understanding of expectations for learning and child development.

Some major objectives of counselling programs at secondary level are cited elsewhere in this edition of "Spotlight". The reader is advised to study the Accountability Project report as it conveys some ideas re the general level of our operations and the report cites findings which are remarkably similar to those cited in "Spotlight", February, 1972, for the Edmonton Catholic School System.

The area which is designated as "Clinical Counselling" in this report refers to the variety of special services which exist to facilitate learning among children who have learning difficulties, or disabilities, if you wish. These youngsters comprise a part of the total school population and require the expertise of a variety of diagnostic and remedial specialists. In the department

we presently have: School psychologists (12), Reading Clinicians (3), Speech Therapists (4), Social Worker (1), Consultant Psychiatrist (1, part time).

These personnel comprise a formidable array of talent and function as a team in the remediation of learning and personal difficulties. A large portion of their working time is spent in preparation of educational-learning programs which, wherever possible, are operationalized by the regular classroom teacher. Teachers and principals are integrally involved in all referrals as well as planning learning programs and follow-up. A wide variety of community services agencies are utilized on a continuing basis; the most frequently used are the Child Guidance Clinic, Family Counselling agencies, Dept. of Social Development, City Social Services, Dept. of Public Health and the Rehabilitation agencies in the city.

The Special Education section of Pupil Personnel Services is supervised by Dr. Guy Doll and has also been characterized by rapid growth. This, too, is attributable to the growth of the system itself, but a significant portion is due to new programs and procedures for assisting children who experience learning difficulties. It should be of interest to readers of this publication to know that we place strong emphasis on counselling for students in special education classes; this is particularly so for older educable mentally handicapped children. The teachers have been selected for their empathy and sincerity as well as pedagogical skills, and are in the forefront of the counselling endeavor. School counsellors assist the teachers to improve their counselling skills and also assume responsibility for a variety of counselling situations, as requested by teachers and students.

We are of the opinion that the segregation-integration issue is a non-issue in reality. We believe that a continuum of services for children must be available and that one point on that continuum is the self-contained segregated classroom. We devote much time and energy monitoring the adequacy of program decisions and utilize parent inputs on a continuing basis - to provide wise decisions for a child's learning experiences and to demonstrate ongoing competence. It is as simple, and as difficult as that.

The system testing program is essentially the program as set out in the publication "*A Rationale and Proposals for Standardized Testing in Alberta Schools*", which has been distributed to all schools in the Province recently.

Submitted by J. Quinn, Coordinator

ELEMENTARY SCHOOL COUNSELLOR EDUCATION

Submitted by Dr. E.E. Fox, Ph.D., University of Alberta

University programs like most facets of human endeavor are in a rather constant state of flux. The tempo of new discoveries, the influence of various personalities, the budgetary limitations, graduate demand and related factors are influences which help to shape our programs at any given time. With that in mind, the description of our elementary school counsellor preparatory program can proceed.

The candidate, frequently by virtue of contact with primary level children in a teaching context or otherwise, selects the elementary emphasis himself. In conjunction with a professor, the candidate explores his background academically and experientially. His related coursework, practical experience and his projected future work-role define his program.

Let us take the case of Trudy as an example. Trudy is 27 years old. She completed a B.Ed. in 1966 and subsequently taught for 4 years. Her teaching involved her with regular grade one classes and two years with "opportunity classes". Her B.Ed. was in the elementary route with her options taken in Reading and Special Education areas. After graduation she completed 3 graduate level courses in Individual Differences, Developmental Psychology and Learning. This past summer she completed a 4th year level course in behavior modification at another university.

Her aspiration at present, is to become an elementary school counsellor in a rural Alberta School System. As her program supervisor, I knew that wide preparation would be best as in such an environment she would have to truly be a resource person. We

selected the following courses for Trudy:

1. Ed. Psych. 524 Individual Diagnostic Testing
2. Ed. Psych. 512 Counselling Practicum
3. Ed. Psych. 519 Elementary Counselling Theory and Practicum
4. Ed. Psych. 530 Seminar and Research in Special Education
5. Ed. Psych. 560 Senior Developmental Psychology Seminar

These courses plus a thesis with her past course work in reading diagnosis and remediation would appear to make for breadth of background and be acceptable for the M.Ed. degree.

The above is typical for young persons, but occasionally a man or woman of more advanced years and of more varied experience and education applies. Such an individual may have a rather totally different list of courses and requirements.

For Trudy and others, the M.Ed. entails a year of residency at the University. During that year the counsellor educators, that is, the professors of Educational Psychology offering the various counselling courses, provide additional growth experiences. Usually one or two "case conferences" are staged for the counsellor trainees. At the case conference, psychologists, speech therapists, teachers, physicians, psychiatrists and other specialists meet to decide upon a treatment regime for a specific youngster. In addition, a series of relevant film presentations is offered during the term. These films are usually specific to the counselling course content and provide a powerful vicarious experience for the neophyte practitioner.

Real experiences or perhaps one might say, "reality emersions" are also scheduled. Groups of counsellor-school psychologist trainees are constituted and working field excursions are arranged. School systems in peripheral areas with few resource personnel are usually visited on these occasions. Numbers of children are assessed for the school authorities by the trainees under direct supervision of professors and senior doctoral students.

Other related exposures are also offered. Playroom therapy via videotape or direct observation behind the one-way glass is provided. Visiting specialists from other universities frequently offer weekend seminars or evening colloquials to the trainees.

Another practice of the past has been the cultivation of an esprit de corps through a weekend at a Lake Resort retreat where all involved students and staff informally socialize and attack the content of this interesting specialty. Moreover, when relevant conferences are programmed anywhere in the province, encouragement financially and otherwise is often extended to have a contingent of our students and staff attending.

Perhaps the central component of the training, however, is the children who are referred to students through the Education Clinic.

The types of referrals are rather limitless. Reading problems, familial disruption, school aversion, inter-relationship difficulties, withdrawn behavior, hypertense actions and many more actual child-related or parent-related conditions come to the attention

of the counsellor-trainee. The trainee and the various supervisors he is exposed to through the term, plot a program of therapy. It is at this point, that the trainee may review relevant literature, seek a conference with other known resource specialists or otherwise broaden his skill repertoire to cope with the planned treatment. Of course, internal referral in the clinic to the testing, reading or speech and hearing personnel is a possibility. Sometimes, also, external referrals to other agencies or individuals may result.

Of course, this practical work is offered simultaneously to the ongoing theoretical courses. The theory courses, moreover, are often given by a practicum supervisor, hence ongoing casework is drawn into the content in an explanatory manner.

Thus, it may be deduced that the elementary counsellor training program at the University is not a static, rigidly prescribed set of courses or conditions. Age, experience and intended work roles of the student are considered. Moreover, his or her motivation and determination can make for a truly enriched learning environment. Hence, not only graduate courses in Educational Psychology may form part of his program, but actually courses, graduate and undergraduate in other faculties may be chosen. For some, supervised work or an internship in a therapy position within an agency or institution is also programmed.

Given this latitude, serious candidates for any new term should contact via letter or in person Dr. H.W. Zingle, Director of the Education Clinic, or his designee regarding registration.

"Spotlight on School Personnel Services" is published by the Counselling and Guidance Branch, Alberta Department of Education. Copies are distributed to educators in all Alberta schools-in addition to many out-of-province mailings. Comments on this publication are invited. School counsellors are encouraged to submit written summaries

of their professional activities and projects to this office:

Counselling and Guidance Branch,
Executive Building,
10105 - 109 Street,
Edmonton, Alberta. T5J 2V2
Additional editions of "Spotlight"
are planned for February and May, 1973.

1973 CGCA CONVENTION

The fifth biennial Canadian Guidance and Counselling Association Conference will be held from June 5 - 8, 1973 in Winnipeg.

The total program, with its 7 keynote addresses and 7 work sessions (with 15 concurrent meetings at each session - totalling 105 work meetings) will speak to the theme "Counselling in the Canadian Mosaic" through a focus on the following 15 sub-themes:

- the counselling of native peoples and minority groups.
- counselling and human development with particular emphasis upon the pre-school and the young child.
- preventive and developmental counselling in contrast to the more traditional emphasis on crises counselling.
- the move toward greater use of para-professional, lay, and peer counsellors.
- vocational counselling as an aspect of human development.
- counselling and the Canadian woman - a search for fulfillment.
- counselling services needed by parents and children with emotional, behavioral, and learning disorders - as well as counselling for the child once served by special education classes.
- upgrading and self-renewal for the professional counsellor.
- counselling within a community setting.
- pastoral, marriage, and family counselling.
- elementary school guidance services.
- group counselling potential and practices.
- development of effective group guidance programs.
- role of counsellors in humanistic education.

- trends in organizational development.

Alberta school counsellors are invited to present a paper or program presentation for consideration by the program committee.

Proposals must be submitted by December 1, 1972.

For information on submitting a proposal for presentation at this conference please contact the Counselling and Guidance Branch, Department of Education, or write directly to:

Dr. Raymond Henjum,
Faculty of Education,
University of Manitoba,
Winnipeg, Manitoba.
R3T 2N2

EDMONTON GUIDANCE REGIONAL

The Edmonton Regional Guidance Council is holding a conference December 1 and 2, 1972 in Edmonton.

The theme will be "Changing Lifestyles".

Topics will be presented by a number of local and out-of-town guest speakers. Some topics of interest include:

- drug education
- human sexuality
- mental health consultation
- "hippie-life" styles
- early childhood education
- play therapy.

Brochures providing more details will be available upon request by contacting:

Mr. Don Davies,
Counselling Department,
M.E. LaZerte Composite High School,
6804 - 144 Ave.,
Edmonton, Alberta.

Phone: 476 - 8611

CAREER FAIRS

Planning is underway for the 1972-73 Career Fair Project. The majority of locations for hosting the Fair are finalized, however complete details will be provided in the next edition of "Spotlight" (February, 1973).

SCHOOL COUNSELLOR CONFERENCE

The annual SCHOOL COUNSELLOR CONFERENCE will be held in Edmonton Friday and Saturday, October 20 and 21, 1972. The Conference is hosted jointly by the A.T.A. Guidance Specialist Council and the Counselling and Guidance Branch.

LOCATION: Riviera Motor Hotel,
5359 Calgary Trail, and
Harry Ainley Composite
High School.

DATE: Friday and Saturday,
October 20 and 21, 1972

TIME: Registration -
October 20, 1972
7:30 to 8:30 P.M.
Riviera Motor Hotel.

For Advance REGISTRATION Contact:

Mr. T. R. Mott, Or	Dr. M. T. Sillito,
Supervisor,	Coordinator,
Counselling and	Professional Devel.,
Guidance,	A.T.A.,
Executive Bldg.,	Barnett House,
10105 - 109 St.,	11010 - 142 St.,
Edmonton, Alberta.	Edmonton, Alta.
T5J 2V2	

Details of the program are included in this issue of "Spotlight".

MATERIALS AVAILABLE FROM THE BRANCH

A Handbook for the Cumulative Guidance Folder

Alberta Cumulative Guidance Folder
\$0.06 per card - \$0.05 in excess of 200

Envelopes and Inserts for Cumulative Guidance Folders - per 100 - \$3.50

Guidance Facilities

Handbook in Industrial Education for Guidance to Teachers, Counsellors and Administrators

Prerequisites to Post-Secondary Educational Opportunities

Where It's At

Specimen Standardized Test Sets for Perusal

A Rationale and Proposals for Standardized Testing in Alberta Schools

Spotlight on School Personnel Services

The following half-inch video tapes are available by sending requests to:

Visual Education,
Audio Visual Services Branch,
Department of Education,
Devonian Building,
11160 - Jasper Avenue,
Edmonton, Alberta.

The Career Fair Project (25 min.)

The Elementary School Counsellor (30 min.)
Emphasis on the university preparation and early experiences of the beginning elementary school counsellor.

The Elementary School Counsellor Role (33 min.)
Emphasis on the operational activities of a developing counselling service.

The Staff Development Program in the Edmonton Public School System (25 min.)
Description of this program as it applies to school counsellors.

The Bishop Carroll School in Calgary (28 min.)
Overview of the philosophy, educational offerings and school counselling purposes of this school.

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